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Who Says They Don't Read? Slovene Elementary School Students' Reading Motivation in EFL

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ABSTRACT

A typical (Slovene) teenager today no longer finds reading materials on the book shelves in the local library, but forms a reading list of electronic sources, very often in English. However, in contrast with an abundance of studies focusing on first language (L1) reading strategies and motivation, not a lot of literature can be found on reading motivation in a foreign language, even though it is perceived as one of the most important factors influencing second language (L2) development.

The aim of this research is to determine the influences on reading motivation in English as a foreign language in the group of young teenagers (11-14-year-olds) and a possible transfer of L1 reading attitudes to L2 reading. The theoretical framework relies on Wigfield and Guthrie's (1997) self-efficacy theory and Day and Bamford's (1998) expectancy value model. The data obtained from 197 questionnaires give an insight into not only the frequency of reading in English and the type of reading materials, but also the factors influencing teenagers' reading motivation in EFL.

Key words: reading motivation, EFL, elementary school learners, transfer of reading attitudes

Kdo pravi, da ne berejo? Bralna motivacija v angleščini kot tujem jeziku pri slovenskih osnovnošolcih

Izvirni znanstveni članek

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POVZETEK

Tipičen (slovenski) najstnik se po svoje bralno gradivo vedno pogosteje odpravi v virtualno okolje svetovnega spleta, kjer prevladujejo viri v angleškem jeziku. S pričujočo raziskavo smo tako želeli osvetliti bralno motivacijo v angleščini kot tujem jeziku za populacijo starejših osnovnošolcev (11-14-letnikov). Teoretski okvir raziskave sloni na teoriji samoučinkovitosti in taksonomiji bralne motivacije po Wigfieldu in Guthrieju (1997)

ter modelu branja v tujem jeziku Daya in Bamforda (1998). Rezultati so pokazali, da večina vprašanih v angleščini bere pogosto, pretežno besedila s svetovnega spleta; kot ključni za bralno motivacijo v angleškem jeziku so se izkazali dejavniki notranje motivacije za branje v slovenščini, zunanje motivacije za branje v angleščini, prepričanja o lastnih sposobnostih branja v angleščini ter vpliv staršev in odnos družine do branja.

Ključne besede: bralna motivacija, EFL, učenci v osnovni šoli, transfer odnosa do branja

Introduction

The results of the international study of student performance in mathematics, reading and science PISA (2006, 2009, 2012), which identified Slovene students as relatively weak readers, sparked one of the most heated debates in the Slovene elementary school system in the last decade, namely the issue of reading literacy or lack of it among Slovene pupils. A number of studies on L1 reading motivation and reading strategies (Bucik 2006; Pečjak et al. 2006; Pečjak and Gradišar 2012) were published, aimed at informing teachers, professors and other educators on how to assist their students in developing and sustaining both positive L1 reading habits as well as self-regulatory learning. The focus, however, remained on reading printed materials (books, coursebooks, handouts, etc.), which no longer present the only or main source of information or reading pleasure for a typical (Slovene) teenager. To what extent has reading, as numerous other activities that adolescents participate in, moved into the virtual world and what percentage of reading materials comes from web-sites, often in English, for the population of young Slovene teenage readers has not yet been researched. On the other hand, also studies on EFL reading motivation (e.g. Mori 2002; Takase 2007) are subject to similar limitations. Namely, they often focus on the participants' motivation to read books in English; moreover, they limit their scope to the population of secondary school and university students. The research questions that provoked this study, therefore, focus on investigating the frequency of reading in English and the types of reading materials in English for the surveyed population of young Slovene teenagers (11 – 14-year-olds), the components of their EFL reading motivation and the relationship between L1 and EFL reading attitudes.

FL learning motivation

Even though motivation has been recognised as a "key factor in L2 learning" (Ellis 1994, 508) and "one of the main determiners of second/foreign language (L2) learning achievement" (Dörnyei 1994, 274), it was not linguists dealing with the mainstream directions of second language acquisition (SLA) that initiated research in L2 motivation. It was inspired by two Canadian psychologists, Gardner and Lambert, who focused on the social dimension of L2 learning and consequently grounded motivation research in a social psychological framework. Their socio-

educational model, developed in the multicultural setting of Canada in 1970s, distinguished between *integrative orientation* (desire to have contact with native L2 speakers and to interact with L2 cultures) and *instrumental orientation* (desire to master the subject for utilitarian purposes such as job promotion and increased income), the former being seen as crucial for SLA success (Gardner and Lambert 1972). In order to measure these motivational components, Gardner developed a testing instrument, The Attitude/Motivation Test Battery, AMTB (Gardner and Smythe 1981), which has encouraged numerous empirical studies. However, the results have been inconsistent (see Mori 2002) and the central concept of Gardner's motivation theory – the integrative aspect, which appears in three different forms (i.e. integrative orientation, integrativeness and the integrative motive), "has remained an enigma" (Dörnyei 2003, 5). Furthermore, as Dörnyei (2003, 11) argues, Gardner's sociocultural approach offered a macro perspective, more appropriate for studying multiculturalism and language contact than SLA, which takes place primarily in the language classroom, with no immediate contact with the L2 community.

Among the most influential cognitive approaches in motivational psychology which emerged from the belief that the complex nature of L2 learning motivation goes beyond Gardner's dichotomy of integrative and instrumental orientation, is Deci and Ryan's self-determination theory (SDT). According to SDT, an individual's behaviour is self-motivated and self-determined to various degrees, depending on the intrinsic and extrinsic motives as well as the internalisation of the latter. Extrinsically motivated behaviours are those that the individual performs in order to receive a reward outside the activity itself or to avoid punishment, while intrinsically motivated behaviours bring an internal reward (i.e. experience of pleasure and satisfaction); when no relation is perceived between one's actions and the results, this gives rise to the lack of motivation, i.e. *amotivation*, which results in the individual abandoning the activity altogether. Deci and Ryan (1985, 245) see *intrinsic motivation* as the main motivator of the educational process:

"Intrinsic motivation is in evidence whenever students' natural curiosity and interest energise their learning. When the educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring in learning is likely to flourish."

Vallerand and his colleagues proposed three subtypes of intrinsic motivation (IM), namely IM-Knowledge, which is based on the individual's feelings associated with exploring new ideas and developing knowledge; IM-Accomplishment, which occurs when one strives to achieve a goal; and IM-Stimulation, which comes from feelings stimulated by performing a task, such as fun and excitement (quoted in Noels et al. 2000, 61).

Extrinsic motivation, which has often been seen as an antagonistic counterpart of intrinsic motivation, is in SDT divided into four types along the continuum of self-determination, representing various degrees of external control or internal

regulation, depending on how internalised these extrinsic requirements are. As Vallerand (1991) explains, *external regulation* refers to activities, initiated fully by sources external to the individual (e.g. rewards or punishments), thus representing the least self-determined form of extrinsic motivation; *introjected regulation* comes from external rules that an individual accepts and internalises as norms, but this form of motivation encourages learning only as long as the learner feels the need to follow these norms and reduce guilt, because the action is based on pressure (albeit internal) and not personal choice; *identified regulation* occurs when an individual accepts the regulatory process because of its perceived usefulness (i.e. important for achieving a valued goal); and *integrated regulation*, the most internalised type of motivation, with regulations fully assimilated with the individual's values, identity and needs (quoted in Dörnyei 1994, 276).

Another influential model of motivation, the expectancy-value theory (Eccles et al. 1983; Eccles and Wigfield 1995, 215-25), on the other hand, assumes that achievement behaviour is influenced by two key factors: the individual's *expectancy* of success in a given task and the *value* the individual associates with success in that task. Expectancy of success can be predicted by the individual's perception of task difficulty (negatively related) and task-specific self-concept of ability i.e. their expectation of their ability to do a domain-specific task, like reading (positively related), both dependent upon the students' interpretation of past events and expectations of others. According to Eccles and Wigfield (1995, 215-25), the second factor, i.e. the value associated with success in the task, consists of four components: *attainment value* which refers to the individual's perception of importance of success in a given task, determined through its significance to one's identity; *intrinsic value* which refers to the enjoyment that the task brings and *extrinsic utility value* which refers to the usefulness of the task (both correspond to the intrinsic and extrinsic motivation in Deci and Ryan's SDT); and finally *cost*, defined as the perceived negative consequences of engaging in the task (e.g. extended effort and time, anxiety). A variety of subtheories can be found within the expectancy-value framework, all focusing on the cognitive processes that shape the individual's expectancy (Dörnyei and Otto 1998, 44). The one relevant for this study is *self-efficacy theory*. It refers to the individual's evaluation of their capability to perform specific tasks (Bandura 1993, 123), which corresponds to Eccles and Wigfield's definition of task-specific self-concept.

(FL) reading motivation

Building on the belief that students' motivation can be, at least to a certain extent, domain-specific (i.e. students can be motivated to speak or listen but not to read, as is often noticed in language classrooms), numerous researchers (Baker and Wigfield 1999; Guthrie and Wigfield 1997; Pečjak and Gradišar 2002) attempted to conceptualise motivation specifically for reading. They define reading

motivation as a multidimensional construct that includes a number of goals and beliefs, influencing the individual's reading attitude (encouraging reading, giving meaning to the reading process, and helping the reader to reach the goal and repeat the reading experience). Wigfield and Guthrie (1997, 420-421) grounded their research within the expectancy-value framework, with a strong influence of the self-efficacy theory (i.e. the idea that children seem to read more when they feel competent and efficacious at reading) and the intrinsic motivation concept developed by Deci and Ryan. Using these as reference points, they divided L1 reading motivation into different categories, which consist of 11 dimensions of L1 reading motivation.

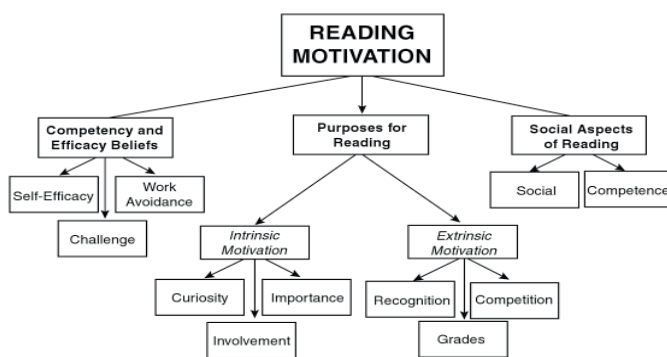


Figure 1: Wigfield and Guthrie's taxonomy of reading motivation (Dunston and Gambrell 2009, 272)

The first category refers to the individual's sense of efficacy and beliefs about their ability. According to Wigfield and Guthrie, students are motivated to read when they feel competent at reading and perceive it as a challenge. Consequently, low reading self-esteem and high estimated cost of their reading engagement (time and effort invested) may lead to reading avoidance.

The second category is conceptualized with reference to theories of intrinsic and extrinsic motivation and learning goal orientation, and is further sub-categorized into two parts: the first is concerned with intrinsic motivation, and the second with extrinsic motivation and learning goal orientation. The notion of reading involvement, i.e. when students become engaged in the text and experience satisfactory encounters with texts, is closely related to the so called flow experience (Csikszentmihalyi 1990), in which a reader becomes completely involved in reading. In addition to reading involvement, also reading curiosity, when students read about a topic that interests them, and the perceived importance of reading for their lives and/or success foster reading motivation. The students are further motivated if the reading tasks bring rewards (recognition or grades), or help them reach a set goal or outperform others in reading (competition).

The last category in Wigfield and Guthrie's taxonomy views reading as a social activity, which takes place in social settings and may enable the readers to achieve social goals. When students have the opportunity to share the meanings of the text

and their reading experience with significant others (social meanings for reading) or/and meet the teacher's requirements about reading (reading compliance), their reading motivation increases.

Based on these 11 dimensions of reading motivation, Wigfield and Guthrie (1997, 432-433) developed the Motivation for Reading Questionnaire (MRQ), which they administered to a sample of elementary school learners in the USA. Their results confirmed that children's reading motivation is multidimensional. Especially intrinsic motivation was identified as the factor that greatly facilitates readers' engagement in reading, which is crucial for life-long, voluntary reading and has long-term effects (Wigfield 1997; Wigfield and Guthrie 1997, 426).

In the context of foreign language acquisition, especially when language students have no direct contact with target language speakers except via written materials, developing motivated fluent foreign language readers is of utmost importance. Focusing on the multi-faceted nature of reading motivation in a second language, Day and Bamford (1998, 28-30) created their expectancy-value model with four major components: (a) materials, (b) reading ability in L2, (c) attitudes toward reading in L2, and (d) sociocultural environment, including the influences of family and friends. Materials and reading ability are related to the expectation component of successful L2 reading, while attitudes and sociocultural environment are related to the value component.

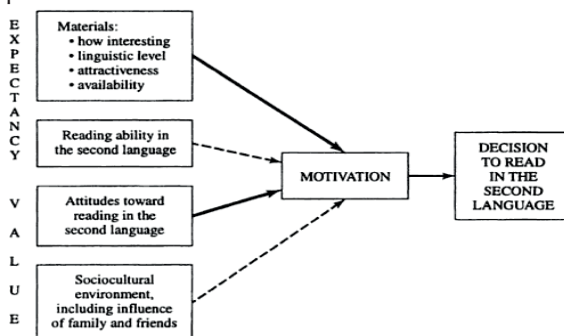


Figure 2: Model of the major variables motivating the decision to read in L2 (from Day and Bamford 1998, 28)

According to Day and Bamford (1998, 2002), reading materials that motivate L2 readers need to be interesting, readily available and easy to understand (well within the learners' reading competence in the foreign language). They quote Williams' observation (1986) that "in the absence of interesting texts, very little is possible" (Day and Bamford 2002, 136) and add that varied reading materials encourage also a flexible approach to reading (reading for different reasons and in different ways). Consequently, when learners read outside their reading comfort zone, they are less likely to expect success and less motivated to read.

The value component of L2 reading motivation is composed of attitudes toward L2 reading and sociocultural environment. Day and Bamford (1998) identified four sources of attitude that they see as crucial in shaping L2 reading attitudes:

L1 reading attitudes, previous L2 reading attitudes, attitudes toward L2, culture and people and the L2 classroom environment. As regards L1 reading attitudes, Day and Bamford maintain that positive and negative attitudes to L1 transfer to L2 reading. However, researchers of reading motivation report that the transfer of reading attitudes is not as simple as that. Yamashita (2004, 2) suggests that the value component of attitudes (i.e. what learners think about L1 reading) is more likely to be transferred than the effective component (i.e. how learners feel about it), while Takase (2007), who studied EFL reading motivation of Japanese students, found that some motivated L1 readers were not motivated to read in the L2, as they would not 'sacrifice' the enjoyment of effortless reading in L1, and vice versa. The intriguing relationship between L1 and FL reading motivation and transfer of reading attitudes is one of the main topics of the present research as well. As regards the correlation of reading in L2 and previous reading experiences in another foreign/second language, Day and Bamford (1998) suggest that successful experiences generate expectation of success in the new L2, while unsuccessful experiences deter L2 learners from reading in the new language. However, to the best of our knowledge this correlation lacks empirical evidence. In the authors' belief, favourable feelings towards the language, culture and people, as well as classroom environment (the language teacher, classmates, materials, activities, etc.) may transfer to reading in L2. The last important influence, incorporated in his model of L2 reading motivation is the learner's sociocultural environment, including family and friends. Day and Bamford (*ibid.*, 30) suggest that motivation to read in L2 is strongly influenced by extensive reading materials and attitudes and less by reading ability and the sociocultural environment.

The majority of empirical studies on FL reading motivation, inspired by Day and Bamford's work, focused either on FL high school or university-aged learners and/or motivation for extensive reading in a foreign language (Takase 2007; Nishino 2007; Judge 2011; Burgh-Hirabe and Feryok 2013). This may be due to the fact that also Day and Bamford (1998; 2002) focused their research on extensive reading as an effective strategy for motivating L2 learners. An important contribution to the understanding of motivation to read in a foreign language was given by Mori (1999; 2002) in her research of EFL reading motivation in Japanese university students. She studied motivation to read in English, to study English in general and the role of reading materials, and identified three types of students that read a relatively large number of books: students who liked the materials, those who do not mind going to the library and those who are grade-oriented and liked reading. Mori (*ibid.*) claims that FL reading motivation is not independent of general motivational constructs but closely resembles more general forms of motivation within the framework of expectancy-value theory. This is why she grounded her research within Wigfield and Guthrie's theory of L1 reading motivation, rather than Day and Bamford's L2 reading motivation model.

This study attempts to move focus from university learners and investigate the issue of EFL reading motivation in young adolescents. The research is based on both Wigfield and Guthrie's theory of reading motivation in L1, as well as Day and Bamford's L2 reading motivation model, and focuses on the following research questions:

1. What type of texts and how often do Slovene young teenagers read in English in their free time?
2. What are the components of EFL reading motivation for the selected sample of Slovene elementary school learners (11 – 14-year-olds)?
3. What is the relationship between the participants' L1 and EFL reading?

Method

Participants

This study involved 193 pupils, aged between 11 and 14, attending a suburban / rural primary school in the Primorska region of Slovenia.

The sample is composed of 98 males and 95 females; 43 pupils in Year 6 (11 years old), 55 pupils in Year 7 (12 years old), 55 pupils in Year 8 (13 years old) and 40 pupils in the last year (14 years old), and it represents the total school population of the last 4 grades of primary school.

The pupils are required to study Italian as L2, since the Italian language (due to the presence of the Italian minority in the municipality) is the co-official language with Slovene; and English as the first foreign language. They take 4 (Year 6 and 7) or 3 (Year 8 and 9) 45-minute English classes per week, and have all received at least 3 years of formal English education (at least 240 hours). Apart from the English Reading Badge competition (voluntary participation), there are no extensive reading activities offered to the whole population of pupils. The majority of EFL reading at school is intensive reading, incorporated into the English lessons.

Instrument

The questionnaire, administered in Slovene (see Appendix A for the English version), is composed of the initial questions regarding gender and age, and 29 items, 2 of which (frequency of EFL voluntary reading and type of reading materials in English) are multiple choice questions with the possibility of only one or more than one answer; the other 27 items are scaled along a 4-point Likert scale. The 'forced choice' method, with the removed neutral option ("Neither agree or disagree"), was used to encourage the respondents to really think about each item and not take an easy option of questionable neutrality.

The questionnaire consists of four sections, in accordance with Day and Bamford's L2 reading motivation model. Section I is made up of statements related to reading materials in English (e.g. linguistic level, availability), while the statements in section II relate to reading ability in EFL. Section III is composed of items related

to attitudes towards reading (L1 and EFL reading), while section IV is made up of statements related to family and friends' influences on reading in L1 and EFL.

Items in sections I, II and IV were designed on the basis of the theory of L2 reading motivation by Day and Bamford. However, some factors that shape L2 reading attitudes, as explained within this theory, seemed less relevant for the studied group and the studied language. As for the previous L2 reading attitudes, students reported (in an informal discussion) their lack of interest for reading in Italian and consequently virtually no voluntary reading in this language. As for the attitudes toward the L2, as well as L2 culture and people, Dörnyei (1990, 65) believes that foreign language learners do not have enough experience of the target language community to have positive or negative attitudes towards it. Furthermore, Littlewood (quoted in Dörnyei 1990, 65) claims that this is typical of learning a global language like English, where the reason for learning is not that of getting into contact with a culturally defined target language community, but to communicate with other people who have also studied it as a foreign language. Section III, therefore, relies more on the theory of reading motivation proposed by Wigfield and Guthrie (1997, 429), especially *purposes for reading* which are defined within the framework of intrinsic and extrinsic motivation and learning goal orientation. Some similar items were used by Takase (2007) and Mori (2002) in their questionnaires researching Japanese high school students' L2 reading motivation, but were modified in this study so that they would be relevant to the group studied (Slovene elementary school pupils).

Procedure and data analysis

The questionnaire was distributed to the pupils during two weeks in September 2014. Before they started completing the questionnaire, they were given some additional guidelines. Namely, the questionnaire was distributed by a teacher and completed in the school environment, it therefore seemed crucial that we additionally set the focus on voluntary free-time reading in English as opposed to intensive reading within English school lessons. The students were asked to pay attention to the fact that there were items in the questionnaire that referred to L1 reading and others that referred to EFL reading, and to consider that while completing the questionnaire.

The quantitative data collected via questionnaire have been interpreted using descriptive statistical methods. The values were put in an Excel worksheet and then elaborated using mean values and percentages.

Results

The first two items of the questionnaire focus on the frequency of reading in EFL and the type of reading materials in English. The majority of studies on EFL reading motivation (Mori 2002; Takase 2007) take the number of words or books read as the criterion to measure the participants' reading in EFL, since these numbers provide

more precise data for further analysis. This study, however, is specific in two ways. Firstly, it does not limit the research to reading books in English, but takes into consideration various types of reading materials, which makes the estimate or even exact count of the words read difficult; and secondly, the participants in the study are young adolescents who, judging from the researcher's personal experience as their teacher, are mostly incapable of such estimates on their own.

Frequency of reading in English

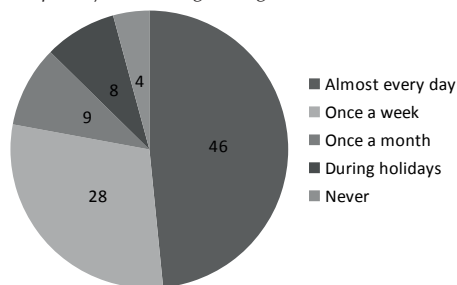


Figure 3: Frequency of reading for female students (N=95)

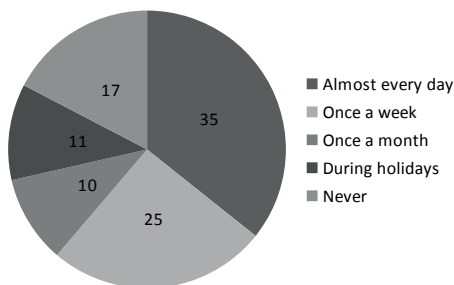


Figure 4: Frequency of reading for male students (N=98)

More than 40% of the surveyed population claim to read in English every day, with almost 13% more female students than their male schoolmates. If we combine these figures with the number of students that claim to read in English once a week, we see that more than two thirds of the population read in English frequently. There is a significantly higher number of male students that claim not to voluntarily read in English at all when compared with their female peers.

Table 1: Frequent readers in English by age group and gender

	Female students	Male students
11 years old	91%	65%
12 year old	73%	70%
13 years old	66%	42%
14 years old	82%	87%

If we focus on different age groups, it becomes evident that the number of frequent readers in English (those who claim to read in English almost every day or once a week) drops from Year 6 (11-year-olds) to Year 8 (13-year-olds) and then rises again, making Year 8 the critical year for motivated readers in EFL. There are more female than male frequent readers regardless of the age group.

Types of reading materials in English

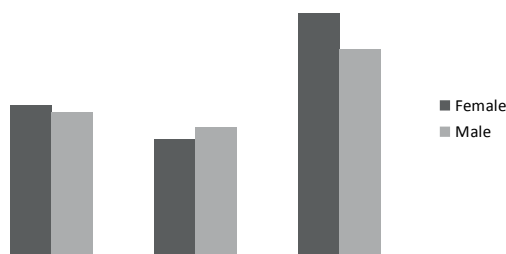


Figure 5: Percentage of students according to the types of reading materials in English that they report to read

Not surprisingly, the majority of reported reading in English takes place on the internet. In the questionnaires, numerous students noted they read fanfiction stories, lyrics of popular songs, online magazines, instructions for computer games, etc. The majority of these reading materials are readily accessible and free of charge; in addition to this, students have virtually unlimited choice of levels, genres and topics, which makes on-line materials in English a preferable choice to the limited selection of printed materials in school and public libraries in the area. Nevertheless, almost half of the students surveyed report to read printed materials (books, magazines, comics), and two fifths of them claim to read English subtitles in films.

To analyse the second part of the questionnaire, which consists of 27 items on a 4-point Likert scale referring to reading materials in English, reading ability in EFL, attitudes towards reading, and family and friends' influences to reading, respondents were arranged into four groups, according to their reported frequency of reading in English. The mean value was thus measured for the group of respondents who claim to voluntarily read in English every day, for those who claim to read once a week, for the group who rarely reads in English (once a month or only during holidays), and for some sections also for students who reportedly never read in English in their free time.

Reading materials in English

Item 5: I only like reading in English when I understand all the words.

Item 17: I only like reading in English on the internet.

Item 18: I read more in languages in which I find more interesting texts.

Item 19: I only like reading in English when I can choose my own materials.

Section I: Reading materials in English		Item 5	Item 17	Item 18	Item 19
	Every day	2.27	2.41	3.01	2.69
	1x/week	2.40	2.29	2.27	2.37
	Rarely	2.63	2.50	2.50	2.81
	Never	3.09		3.04	

Items in Section I refer to the first component of Day and Bamford's L2 reading motivation model – reading materials, more precisely to their level, attractiveness and availability. It is evident that frequent readers in English feel less intimidated by materials above their level of understanding than their classmates who rarely read or those who claim not to read in English. Moreover, they do not limit themselves to reading exclusively in a certain language as long as the materials are interesting, the same as the group who does not read English texts. All readers claim to read texts other than web-sites, which confirms the results on types of reading materials in English. We can thus see the correlation between the level of reading materials and the frequency of reading in EFL, and the value the respondents attach to interesting materials.

Reading ability in EFL

Item 6: I am successful at reading tasks.

Item 7: I am good at reading in English.

Section II: Reading ability in EFL		Item 6	Item 7
	Every day	3.25	3.36
	1x/week	2.69	2.98
	Rarely	2.59	2.51
	Never	2.19	2.38

Section II refers to the second expectancy component of Day and Bamford's model – reading ability in EFL. The results in this part suggest there is a strong correlation of the perceived reading ability in EFL and EFL reading motivation – the more the students feel competent at reading in English, the more they expect to be successful further on and the more they read, and vice versa. Item 8 (*Difficult English passages present a challenge to me.*) was not included in the interpretation, since it was later realised that the word *challenge* was ambiguous (positive or negative connotation) and the reliability of this component was questionable.

Attitudes towards reading in L1

Item 1: I like reading in Slovene.

Item 2: I prefer reading to watching TV.

Item 3: I often read on-line.

Item 4: I often use school or public libraries.

Item 20: Reading is important to broaden my horizons.

Section IIIa: Attitudes towards reading in L1		Item 1	Item 2	Item 3	Item 4	Item 20
	Every day	3.10	2.15	3.28	2.65	3.34
	1x/week	3.25	2.21	2.98	2.79	3.19
	Rarely	3.05	1.86	2.78	2.70	3.13
	Never	3.04	2.00	2.52	2.43	3.04

Almost all the participants in this study, regardless of how often they claim to read in English, expressed very positive attitudes towards reading in their mother

tongue. They more often read on-line than use school or public libraries to borrow or read printed materials, which corresponds with the results on the type of reading materials in English. All the students attach intrinsic value to reading and perceive it as important for their future. There are, however, some individual students (13), who reported to read in English almost every day, yet expressed negative attitudes towards reading in L1.

Intrinsic motivation for reading in EFL

Item 9: I like reading in English even if it requires additional time and effort.

Item 10: Of all English tasks, I like reading the most.

Item 11: Reading in English is my hobby.

Item 12: I only read in English if it is obligatory.

Item 13: I read in English to be smarter.

Section IIIb: Intrinsic motivation for reading in EFL		Item 9	Item 10	Item 11	Item 12	Item 13
	Every day	3.04	2.29	1.92	1.81	2.11
	1x/week	2.69	2.17	1.88	1.98	2.50
	Rarely	2.30	1.70	1.57	2.97	2.38

Calculated mean values for items in Section IIIb, which refer to intrinsic motivation for reading in EFL, show that readers in the surveyed population are keen on reading and are even prepared to invest additional time and effort into reading in English. They, however, would not necessarily choose reading over some other English task, and even though they read voluntarily, they do not recognise it as their hobby. All readers, however, see reading in English as important for the development of their intellect.

Extrinsic motivation for reading in EFL

Item 24: I read in English to get a better result on the national assessment test (NPZ).

Item 25: I read in English to get better grades.

Item 26: I read in English because I will need to read English in secondary school.

Item 27: I read in English to get a better job in the future.

Item 14: I read in English to compete with my classmates.

Section IIIc: Extrinsic motivation for reading in EFL		Item 24	Item 25	Item 26	Item 27	Item 14
	Every day	2.44	2.49	2.37	2.70	2.02
	1x/week	2.56	2.92	2.98	3.09	2.36
	Rarely	2.53	2.71	2.66	3.00	1.62

All groups of the surveyed students attach extrinsic value to reading in English; they perceive it as important for their academic and professional future. The highest motivation is expressed by the group that claims to read in English once a week. Even age groups (12 and 13-year-olds) that do not take the national assessment test in the present school year, expressed motivation to read in English to improve their chances of a good result on the assessment.

Influence of family and friends

Item 15: My parents encourage me to read in English.

Item 16: I like reading in English because my friends like it as well.

Item 21: My family reads a lot.

Item 22: My parents took me to the library when I was little.

Item 23: My parents (and other family members) read books to me when I was little.

Section IV: Influence of family and friends		Item 15	Item 16	Item 21	Item 22	Item 23
	Every day	2.42	1.78	2.81	2.88	3.36
	1x/week	2.73	2.11	2.71	2.81	3.40
	Rarely	2.59	1.81	2.39	2.70	3.54
	Never	2.23	1.71	2.33	2.47	2.76

Section IV refers to the fourth component in Day and Bamford's L2 reading motivation model – influence of family and friends. It is evident from the mean value of the responds that the family has more influence on the students' reading (in English) than friends do. The three groups of readers seem to be influenced by the family to a similar extent, while the group that claimed not to read in English reported a slightly lower family members' involvement in and attitudes towards reading.

Discussion

Types of reading materials and the frequency of reading in EFL

The first research question concerned the types of reading materials and the frequency of reading in English as reported by the participants in the study – young Slovene adolescents (11 – 14-year-olds). Unlike some other studies of EFL reading motivation (Mori 2002; Takase 2007), where the participants were included into an assigned reading class and the analysed reading in English was limited to reading books, the present study focuses on the participants' voluntary, free-time reading in English. It therefore seemed crucial to consider the widest possible range of materials, from printed texts to film subtitles and web-sites. Even though one half of the participants reported reading different types of texts, also books, magazines and comics, the preferable choice of the majority were various web-sites in English. Additionally, the reported use of school and public libraries, in most cases offering very limited number of materials in English, is lower than L1 and EFL reading on-line. The result is not surprising, since a growing number of free time activities that adolescents participate in (playing, socializing, apparently also reading) has moved into the virtual world. Moreover, internet reading materials are easily accessible and cover a virtually unlimited range of topics and genres, making it possible for the readers to find texts that suit their needs, interests and levels. Since the participants see interesting materials as an important factor shaping their attitudes towards

reading in English (items in Section I), confirming Day and Bamford's (1998) belief in the crucial role that materials play in L2 reading motivation, we can assume that they find more of those among web-sites than books or periodicals.

As regards the reported frequency of reading in English, the results show that a very high number of students claim to read in English frequently (almost every day or once a week), and a significantly lower percentage claims not to voluntarily read in English at all. There are notable differences between genders; that corresponds to the results of the study of American elementary school children's reading attitudes by McKenna et al. (1995, 934) which showed that girls had more favourable attitudes than boys for recreational and academic reading. When we analyse the frequency of reading according to age groups, it becomes evident that the frequency drops between Year 6 and Year 8. The trend in EFL reading seems to follow the trend in L1 reading, where the drop of reading motivation from Year 3 to Year 7 is reported, regardless of gender (Pečjak and Gradišar 2012, 73). However, to question of how much material participants actually read remains unanswered, since the amount of reading (estimated number of words read) is for some types of materials and by this age group difficult to estimate. Therefore, to acquire more reliable data for the analysis of reading attitudes, future studies should measure reading length (e.g. estimated hours of reading).

The components of EFL reading motivation

In their theoretical model of L2 reading motivation, Day and Bamford (1998, 30) suggest that motivation to read in L2 is strongly influenced by extensive reading materials and attitudes and less by reading ability and the sociocultural environment. The results of this study, however, show a slightly different picture of the influences on the participants' EFL reading. One of the most influential factors (and also predictors of motivation for the participants to read in English) is the participants' perceived *reading ability in English*, i.e. the more the students feel competent at reading in English, the more they expect to be successful further on and the more they read, and vice versa. Furthermore, students who see themselves as competent readers in English are more willing to leave their comfort zone when choosing their *reading materials* (e.g. reading materials which are above their reading competence in EFL, reading also materials chosen by others). Moreover, the participants attach high value to interesting materials, regardless of the language they are written in, which does accord with Day and Bamford's (1998) claim that L2 reading motivation is strongly influenced by reading materials.

Parents' involvement in reading and family attitudes towards reading seem to influence the participants' reading habits more than the influence of friends or peer competition. What appears crucial, though, are memorable reading experiences from early childhood (e.g. family trips to the library, parents reading to their children), rather than parents' encouragements for EFL reading in the following years.

Intrinsic motivation for L1 reading and intrinsic motivation for EFL reading correspond to what Mori (2002) labelled as intrinsic value of reading and indicate the participants' love of reading (in English). According to the results of this data set, intrinsic motivation for EFL reading corresponds to the frequency of reading in English, which confirms the findings of Wigfield and Guthrie (1997, 426) on the correlation of intrinsic motivation and the frequency of reading. The reason for the notable statistical differences in results gained for items in Section IIIb (intrinsic motivation for EFL reading), e.g. items 9 and 11, might be the formulation of the statements (e.g. How do the students understand the word 'hobby'?). Since the items in question were taken from the questionnaire piloted by Takase (2007) in her research of Japanese high-school students' EFL reading motivation, they might need modifications to relate to the surveyed group of adolescents.

Another important factor influencing the participants' decision to read in English are the goals outside the activity itself e.g. grades, jobs, which correspond to what Mori (2002) called extrinsic utility value, and can be found in Section IIIc – *Extrinsic motivation for reading in EFL*. All groups of surveyed readers, regardless of how often they claim to read in English, see the mastery of reading in English as an important means to achieve these goals. However, extrinsic motivation for EFL reading does not correlate to the frequency of reading in EFL to the same extent as intrinsic motivation does.

The relationship between L1 reading and EFL reading

The third research question refers to the relationship between L1 reading and EFL reading. If we compare intrinsic motivation for L1 reading with intrinsic motivation for EFL reading, we see that the former emerges as a stronger influence on reading motivation than the latter. The importance of intrinsic motivation for L1 reading confirms the claims by Baker and Wigfield (1999, 469) from their L1 reading study of elementary school children that intrinsic motivation for L1 reading is the most powerful factor for motivating learners to read in their mother tongue. Also parents' involvement in reading and family attitudes towards reading emerged as a strong component of L1 reading. On the other hand, family influence does not appear to be a statistically significant predictor of the frequency of reading in EFL. Similar results were reported by Takase (2007) who suggests that adolescents are in general more independent and less attached to their families, which results in a weaker influence of their parents on the reading attitudes developed later in their childhood (i.e. FL reading attitudes).

As regards the correlation of the participants' L1 and EFL reading motivation and a possible transfer of L1 reading attitudes to EFL reading attitudes, the data obtained suggest that the transfer is weak at best. For a number of non-readers in English, who, on the other hand, express love of reading in their mother tongue, and some motivated EFL readers who claim not to be motivated to read in L1, the results show a negative correlation. Their reading habits in one language do not seem to influence the reading habits in another language. On the other hand, there are a lot

of frequent readers in English who like reading in Slovene as well, but whose EFL reading motivation is mainly influenced by extrinsic goals and reading ability in English, while their intrinsic motivation seems to be limited to L1 reading.

Conclusion

This study, despite its preliminary character, provides an insight into the motives and influences on voluntary reading in EFL of contemporary teenagers in Slovenia. The results show that the majority of participants claim to read in English every day or once a week, and most often find their reading materials on websites. Their motivation is multidimensional with strong intrinsic motivation for L1 reading, extrinsic motivation for EFL reading, perceived reading ability in English and parents' influences and family attitudes towards reading. Intrinsic motivation for EFL reading and reading materials in English are weaker components of EFL reading motivation for the surveyed population. The transfer of L1 reading attitudes to EFL reading attitudes is weak at best; participants who claim not to read in English in their free time express positive attitudes towards reading in L1, while intrinsic motivation of frequent readers in English seems limited to their L1 reading and does not influence their EFL reading to the same extent.

However, to get a more in-depth understanding of the multidimensional nature of motivation for reading in a foreign language, future studies would need to implement a more elaborate analysis of the data set, and further quantitative research (e.g. measuring EFL reading length), combined with qualitative methods (interviews, a case study approach).

Anja Pirih

Kdo pravi, da ne berejo? Bralna motivacija v angleščini kot tujem jeziku pri slovenskih osnovnošolcih

Slovenski najstniki, vključeni v mednarodno raziskavo matematične, bralne in naravoslovne pismenosti PISA (2006, 2009, 2012), so se izkazali kot (pod)povprečni bralci, kar je v slovenskem prostoru sprožilo številne razprave, vprašanja in tudi raziskave bralne pismenosti, bralnih učnih strategij in bralne motivacije osnovnošolcev (Bucik 2006; Pečjak et al. 2006; Pečjak in Gradišar 2012). Le-te se v večji meri osredotočajo na branje knjižnega gradiva v slovenskem jeziku, medtem ko se (slovenski) najstnik po svoje bralno gradivo vedno pogosteje kot v mestno ali šolsko knjižnico odpravi v virtualno okolje svetovnega spleta, v katerem prevladujejo viri v angleškem jeziku. S pričujočo raziskavo smo tako fokus želeli

preusmeriti na bralno motivacijo v angleščini kot tujem jeziku za populacijo starejših osnovnošolcev (11-14-letnikov), saj je bila večina raziskav s področja bralne motivacije v tujem jeziku (Mori 2002; Takase 2007 idr.) opravljena na populaciji srednješolcev in univerzitetnih študentov. Zanimali so nas pogostost prostovoljnega branja v angleščini, vrste besedil, dimenzije bralne motivacije in morebitni prenos odnosa do branja v slovenskem jeziku na branje besedil v angleščini.

Teoretski okvir raziskave sloni na teoriji samoučinkovitosti in taksonomiji bralne motivacije, ki sta jo razvila Wigfield in Guthrie (1997), ter modelu branja v tujem jeziku, kot sta ga znotraj teorije pričakovanja in vrednosti oblikovala Day in Bamford (1998). Wigfield in Guthrie (1997) vidita bralno motivacijo kot neločljiv del celotne angažiranosti bralca in jo povezujeta s celotno učno motivacijo učenca, v koncept večdimenzionalnosti bralne motivacije pa vključujeta bralčeva prepričanja o lastnih sposobnostih in učinkovitosti branja, notranje in zunanje cilje in razloge za branje ter socialni vidik branja. Podobno Day in Bamford (1998) med glavne komponente bralne motivacije v tujem jeziku postavljata bralno zmožnost v tujem jeziku ter sociokulturno okolje, kot ključno pa izpostavita pestro izbiro gradiv in odnos do branja v tujem jeziku. Te dimenzije bralne motivacije smo na vzorcu 197 starejših slovenskih osnovnošolcev preučevali po kvantitativni metodi s pomočjo vprašalnika.

Rezultati raziskave so pokazali, da več kot dve tretjini vprašanih bere v angleščini pogosto (vsak dan ali enkrat na teden), pri čemer vodijo dekleta, kar 17,4 % fantov pa pravi, da v angleščini prostovoljno sploh ne berejo. Po pričakovanjih večina prebranih tekstov izvira s svetovnega spleta (fanfiction, besedila pesmi, spletne revije, navodila za računalniške igrice ipd.), večina je lahko dosegljivih in brezplačnih. Poleg tega imajo bralci na spletu praktično neomejeno izbiro žanrov, tem in stopenj težavnosti, kar zasenči omejeno izbiro tiskanih gradiv v šolski in mestni knjižnici. Motivacija za prostovoljno branje v angleškem jeziku vprašanih je večdimenzionalna, kot ključni pa so se izkazali dejavniki notranja motivacija za branje v slovenščini, zunanja motivacija za branje v angleščini, prepričanja o lastnih sposobnostih branja v angleščini ter vpliv staršev in odnos družine do branja. Na podlagi pridobljenih rezultatov lahko za v raziskavo vključene osnovnošolce trdimo še, da je transfer njihovega odnosa do branja v slovenščini na odnos do branja v angleščini šibek, saj so visoko motivacijo za branje v maternem jeziku izkazovali tudi tisti vprašani, ki v angleščini prostovoljno ne berejo, in obratno.

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